

## CHAPTER V

### DISCUSSION

This chapter presents the discussion on the findings using theories to clarify the findings. The discussion focuses on the salient findings of each of formulated research questions.

#### **A. Discussion on the Types of Code Switching used by the Teacher in Teaching and Learning English in Second Grade of Mtsn 3 Tulungagung.**

Based on the findings of the study during the observation that had been two times at Mtsn 3 Tulungagung about what the types of code switching that used by the English teacher. It is identified that the English teacher in second grade of Mtsn 3 Tulungagung used code switching in varieties type, it can be known from the observation that had been done two times at Mtsn 3 Tulungagung. The types of code switching that used by the English teacher on second grade of Mtsn 3 Tulungagung are line in with the idea stated by Hoffman (1991 : 112), who explain that there are some types varieties of code-switching, those are : (1) Inter-sentential switches (2) Inter-sentential switches (3) Establishing continuity (4) Emblematic switching (5) Intra-lexical code mixing (6) Involving a change of pronunciation.

Besides Hoffman, Wardaugh (1998 : 103) also clasify code switching into two types. The first is situational code switching and the second is metaphorical code switching. Situational code switching occurs when the language used change according to the situational in which the conversant

find them. When a change of topic required change in the language used we have metaphorical code switching. The interesting point here is that some topics may be discussed in either code, but the choice of code adds a distinct flavor to what is said about the topic. The choice encodes certain social values. However, the researcher did not find that the teacher used types of code switching based on the theory from Wardaugh. The teacher did not use situational code switching and metaphorical code switching.

Another statement comes from Hamers and Blanc (2000 : 258) differentiates between two types of code switching, namely situational code switching and conventional code switching. Situational code switching occurs where there is a change of topic or situation. Conventional code switching occurs where there is no such change of topic or situation. The researcher also did not find that the teacher used types of code switching based on the theory from Hamers and Blanc (2000 : 258). The teacher did not use situational code switching and conventional switching.

Last statements come from book of Hamers and Blanc (2000 : 259-260) Bilingualism and bilingualism. It is necessary between three types of code switching (Poplack, 1980): (1) Extra – sentential code switching, it involves the insertion of a tag in one language into an utterance which is otherwise entirely in the other language. (2) Intra- sentential code switching, where switches of different types occurs within the clause boundary, including within the word boundary. (3) inter – sentential switching involves a switch at a clause or sentences boundary, where each clause or sentence is in one language or another. The researcher found that the teacher used two types of code switching based on the theory book of Hamers and Blanc ( 2000 : 259 – 260) those are Intra – sentential code switching and Inter – sentential code switching.

The researcher found that the teacher used code switching in different types based on the analyzed the dialouge. The teacher used four of the types of code switching based on the theory from Hoffman, because the researcher focus on analyzed them based on the theory from Hoffman. From those explanations above is suited with the ideas of Hoffman that the teacher used code switching in different types in teaching and learning English on second grade of Mtsn 3 Tulungagung.

From the observation that had been conducted by the researcher, the researcher found some facts that the teacher use code switching in different types. The researcher found that the teacher used code switching in four types based on the theory from Hoffman (1991 : 112 ), those are : (1) Intra-sentential switches (2) Inter-sentential switches (3) Emblematic switches (4) Establishing continuity. The researcher explained it one by one as follows:

1. Intra – sentential switches

The first is intra-sentential switches. It contains switch occurs within a clause or sentence boundary, where each clause or sentence is in one language or other. The researcher found that intra-sentential switches mostly often used by the english teacher in teaching and learning english process. This type of code switching was done by the teacher when he switched the two codes within a single sentence. It means that in a single uttarance or single sentences or single clause consist of two languages, english and indonesia.

2. Inter – sentential Switches

The second is inter-sentential switches. Inter-sentential occurs between a clause or sentence where each clause or sentence is in one language or other. The researcher found that inter-sentential switches often used by the teacher in teaching and learning process.

This types of code switching was done by the teacher when he switched his codes between a clause or sentence. He switched his language from english to indonesia .

### 3. Emblematic switches

The third is embelamatic switching. In this kind of cod switching, tags, exclamation, and certain set phrases in one language are inserted into otherwise in another. From the observation, the teacher often used emblematic switches that takes place in tags of sentence or in question sentences.

### 4. Establishing Continuity

The fourth is establishing continuity switches, this kind of code switching occurs to continue the uttarnce of the previous speaker, as when one Indonesia speaker speaks in English and another speaker tries to respond it in English also. The teacher in Mtsn 3 Tulungagung is from Tulungagung. So, his native speaker is Indonesia. But, when teaching and learning English, the teacher tried to speak in English and the students tried to respond it in English also.

## **B. Discussion on the Reason of Code Switching used by the Teacher in Teaching and Learning English in Second Grade of Mtsn 3 Tulungagung**

Based on the findings of the study during the observation at Mtsn 3 Tulungagung about the reason of code switching used by the teacher in teaching and learning English in second grade of Mtsn 3 Tulungagung. It is identified that the teacher English has some reason in using code switching in teaching and learning English. It can be known from the observation that had been done in two times and then reseacher analyzed it based on the context of dialogue. The teacher's reason are in line with the idea stated by Hoffman (1991 : 116) who explain that there are number a reasons for bilingual or multilingual person to switch or mix

their language. Those are : (1) Talking about particular (2) Quoting somebody else (3) Being emphatic about something (4) Interjection (inserting sentence filler or sentence connectors) (5) Repetition used for clarification (6) Intention of clarifying the speech content for interlocutor (7) to soften strengthen request or command (8) expressing group identity (9) the need real lexical (10) to exclude other people when a comment is intended for only everybody knows. The researcher found that the teacher has some reason in using code switching that the same with theory from Hoffman.

Besides the reason suggested by Hoffman, Saville : Troke (1986:69) give additional reason in using code switching, those are : (1) Softening and strengthening request or command, it means that that code switching can be used to strengthen the code in a command or request somebody to better understandable. (2) because of real lexical need, it means averting a language is a real need. When language has been packaged with full expression but not hang of the listener can made dissatisfaction speaker, so speaker will switch language to other clarify. (3) To exclude other people for only a limited audience. The researcher found two reason in using code switching by the English that suited with the theory from Saville – Troke ( 1986:69) those are : (1) to strengthen and soften a command or request (2) Because of real lexical need.

From the observation that had been conducted by the researcher two times, then the researcher analyzed them based on the context of the dialouge, the researcher found some fact that the teacher has some reason in using code switching in teaching and learning English. The researcher found nine reason in using code switcing based on the theory from Hoffman (1991 : 116). Those are, (1) Talking about particular (2) Quoting somebody else (3) Being emphatic about smething (express solidarity) (4) Inerjection (inserting sentence

filler or clarifying the speech content for interlocutors (7) to soften or strengthen request or command (8) expressing group identity (9) the need real lexical.

However, the researcher found something prominent that not all of those reasons always be used for the teacher when he used code switching based on the analyzed the context of dialogue. There are three numbers of reasons in using code switching that prominent in teaching and learning English by the teacher. First is talking about particular, he preferred switched his language from English to Indonesia to make the students understand what the teacher talking about when the teacher talked about something important. Second is repetition used for clarification, the teacher often switched his language because of repetition used for clarification especially when he explained the content of a text they learned about. Firstly he read it in English, then he translated it into Indonesia. It happened so many times. It was categorized to repetition used for clarification because the teacher used both of languages that they master to say the same sentences to clarify his speech so that it will be understood by the listener. A repetition is not only served to clarify what he said, but also to amplify or emphasize a message. Third is the teacher used code switching to soften or strengthen request or command. Sometimes the teacher give a command or request in English then he switched it into Indonesia. It was done because sometimes the students seemed do not understand with his command, so the teacher need to switched his language from English to Indonesia.

Besides analyzed the context of the dialogue, the researcher also conducted an interview to found the further reason of code switching used by the English teacher in second grade of Mtsn 3 Tulungagung. The interview was done by the researcher and the teacher. Then, the researcher found four further reasons in using code switching. The first reason is to make the

students understand material deeply. Here, the teacher could not speak English fully. He had to switched his language to make the students undertstand the material he taught deeply. The second reason is to help the students master the English. It means that the students can master all off the said, not only in a word but also in every uttarances or sentences. So the teacher need to switch his language to make the students master English. The third reason is spontaneity. Actually the teacher did not mean to switch his language in a single uttarances, it happened spontaneously. Because here the teacher tried to speak english well in teaching and learning English. The fourth is to make the students familiar with uttarances in English. So, the teacher always tried to speak in English, asked in English, and the students responded it in English. The teacher tried to make the students have a habit speaks in English and familiar with the uttarances that always used in everyday. The last reason is to make the students can differenciate the kind of sentences. Sometimes the teacher in the class used exclamation sentences in English. By using exclamation in English, the students can differenciate what the teacher said whether it is negative sentences, or positive sentences, affirmative sentences.